



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING




JENNIFER M. GRANHOLM  
GOVERNOR

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

December 20, 2006

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Approval of Appointments and Revised Expiration Dates of Members to the State Board of Education Professional Standards Commission for Teachers Advisory Group

The State Board of Education (SBE) approved changes to the charge and composition of the Professional Standards Commission for Teachers (PSCT) advisory group at the April 11, 2006 meeting. Organizations were instructed to submit at least two nominees for each vacant position representing their category or constituency. The changes included adding members to the commission, which resulted in 12 vacancies on the PSCT, including the SBE liaison member. The terms of the nominees are staggered to address the SBE's concern with assuring that the PSCT be a dynamic group with new and fresh ideas. Following are the nominations that the Office of Professional Preparation Services (OPPS) staff recommends for the vacancies on the PSCT:

Vacancy	OPPS Suggested Nominees	Nominating Organization	Term Ends
Teachers Math (1)	Terri Faitel	MCTM	Jun 08
Teachers Public School Academy (1)	Lisa Koski	MAPSA	Jun 08
Teachers Science (1)	Carol L. Jones	MSTA	Jun 10
School Administrator (1)	Kathy Griffey	Mi ASCD	Jun 10
Principals Elementary (1)	Amy Tebo	MEMSPA	Jun 08
Principals Middle (1)	Penny Snyder	MASSP	Jun 08
Principals Secondary (1)	Robert Belous	MASSP	Jun 10
Local School Board member (1)	Gary Scholten	MASB	Jun 08
Dean of Education from Public or Private Institution (1)	Elaine Collins	Dean's Council	Jun 08
Global/Community Member (1)	Laurel Wagner	RLAC	Jun 10
Research Institute, public or private (1)	John C. Burkhardt	MEA	Jun 10
Community College (1)	Mary C. Belknap	MACCEP	Jun 10
SBE Liaison (1)	To be determined		

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Attachement A contains the nomination form, the nominees statement of their philosophy of education, and resume.

Individuals who were nominated, but not recommended for selection to the PSCT by OPPS staff are as follows:

<b>Vacancy</b>	<b>Nominees</b>	<b>Nominating Organization</b>
Teachers - Career & Tech Ed (1)	Ronald J. Lutz	MITES
Teachers - Career & Tech Ed (1)	Lawrence L. Ridley, Jr	MITES
Teachers - Math (1)	Michael F. Lehman	MCTM
Teachers - Public School Academy (1)	Sadie Mahone	MAPSA
Teachers - Science (1)	LaMoine L. Motz	MSTA
Teachers - Science (1)	Gail Richmond	MSTA
Teachers - Social Studies (1)	Albert J. Lewandowski	MCSS
School Administrator (1)	Linda Schmitt VanderJagt	MI ASCD
Principals Elementary (1)	Lisa Migliaccio	MEMSPA
Principals Middle (1)	David Ingham	MASSP
Principals Middle (1)	Corey L. Harbaugh	MASSP
Principals Secondary (1)	Julie A. Deppner	MASSP
Local School Board member (1)	Barbara Russell	MASB
Dean of Education from Public or Private Institution	Kate Jacobson	Deans Council
Global/Community Member (3)	Fern Katz	MPETF
Research Institute, public or private(1)	Terri Battaglieri	MEA
Research Institute, public or private(1)	Sophie Jeffries	MEA

The current PSCT members are as follows:

<b>Representation</b>	<b>Current Member</b>	<b>Nominating Organization</b>	<b>Term Expires</b>
Public Teacher Preparation Institute (TPI) (1)	Larry Corbett	Dean's Council	Jun-09
Independent TPI (1)	David Hamilton	AICUM	Jun-08
Teachers- Career&TechEd(1)	Rosa Johnson	MEA	Jun-09
English/Lang. Arts (1)	Carol Turner	MEA	Jun-07*
ISD (1)	Judy Brune	MEA	Jun-08
Non-public (1)	Barbara Stork	M-A-N-S	Jun-07*
Other (1)	Nancy Shaw	MEA	Jun-08
Other (1)	Susan Pagen	MEA	Jun-09
Other (1)	David Ascher	MEA	Jun-09

Representation	Current Member	Nominating Organization	Term Expires
School Counselor (1)	Vivian Davis	MEA	Jun-09
Social Studies (1)	Lois Lofton-Doniver	MFTSRP	Jun-09
Global Community Member (1)	Dennis Muchmore	SBE	Jun-07*
(1)	Kevin Harris	MFTSRP	Jun-07*

\* These members have agreed to shorten their four-year terms which would have ended June 30, 2009.

**Attachement B is the PSCT charge and composition**

**It is recommended that the State Board of Education approve the appointments of Terri Faitel, Lisa Koski, Carol L. Jones, Kathy Griffey, Amy Tevo, Penny Snyder, Robert Belous, Gary Scholten, Elaine Collins, Laurel Wagner, John C. Burkhardt, Mary C. Belknap, and the modified expiration dates of Carole Turner, Kevin Harris, Dennis Muchmore, and Barbara Stork for the Professional Standards Commission for Teachers, as discussed in the Superintendent's memorandum dated December 20, 2006.**

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS  
NOMINATION FORM**

Organization providing nomination: MCTM

Position Nomination for: Math Teacher

Level: Middle

Name: Terri Faitel

Address: 5503 Jonathon  
Dearborn, Michigan  
48126

Present Position: Middle School Mathematics teacher at Trenton Public Schools, Adjunct mathematics teacher at the University of Michigan- Dearborn and Wayne State University

Business Address: 4000 Marian Drive  
Trenton, Michigan 48183

Telephone: Business: (734) 676-8700

Home: (313) 581-5705

E-Mail Address terrifaitel@yahoo.com

Prior Experience: I have served on numerous committees at the state and local levels. At the state level, I have served on a variety of MEAP and MCTM committees. Through Trenton Public Schools, I have served on NCA and district related committees. I have detailed my involvement in my resume.

Educational and Other Organizational Affiliations:  
I am a member of NCTM, MCTM, and DACTM. I have served on the board as Middle School Vice President for MCTM and I am the vendor chairperson for DACTM's fall conference.

Education: I have been working on an Ed.D degree in Curriculum and Instruction with a major in mathematics education. I am currently getting ready for the final defense of my dissertation, entitled: Increasing Achievement and Motivation on High Stakes Standardized Tests.

Terri Faitel  
5503 Jonathon  
Dearborn, Michigan 48126  
(313) 581-5705

**Education:**

Completed course work and qualifying examinations for the Ed.D program at Wayne State University, Detroit, Michigan  
Expected final defense of dissertation – 2006

- Ed.D in Curriculum and Instruction
- Major: Mathematics Education
- Minor: Administration

Wayne State University, Detroit, Michigan

- Master of Education, December 1994
- Major: Mathematics Education, GPA: 4.0

University of Michigan-Dearborn, Dearborn, Michigan

- Bachelor of Arts in Elementary Education, December, 1989
- Major: Mathematics, GPA: 3.7

**Related Work Experience:**

9/91 – Present      Trenton Public Schools  
Currently I am teaching algebra and regular mathematics to middle school students.

9/97 – Present      Presenter of Mathematics In-services and Workshops for:

- Bridgeport Public Schools
- Chelsea Public Schools
- Clarkston Public Schools
- Cranbrook Academy
- Dearborn Public Schools
- Dearborn Heights District 7 Public Schools
- Downriver Career Technical Consortium
- Eastern Michigan University
- East China Public Schools
- Farmington Public Schools
- Fraser Public Schools
- Garden City Public Schools
- Gibraltar Public Schools
- Henry Ford Academy School
- Lamphere Public Schools
- Lincoln, Nebraska Public Schools

## EDUCATIONAL PHILOSOPHY

I believe that all students can learn. This seemingly simple statement poses challenges for teachers because the difficult part is how to make students want to learn. Since each and every child has unique learning needs, teachers must provide the support to help students reach their fullest potential. To facilitate this process, teachers need to create an environment where formative assessment techniques are used daily. The term formative assessment refers to the activities undertaken by teachers and students to adapt the learning situation to increase achievement. Formative assessments take place as instruction on a concept is evolving. These methods can be formal or informal, however, the main point is the ongoing assessments are used to provide feedback to teachers and students to help increase the learning curve. Teachers must effectively manage the relationship between assessment and motivation to learn.

There are several steps necessary to ensure that an assessment for learning environment is established which allows students to succeed frequently. First, students need to be held accountable for all homework. In other words, students should never be given the option of taking a zero for a missing assignment. If students do not attempt a homework assignment, a variety of actions need to be set in motion, such as sending letters to parents, phone calls home, etc. When students are given a zero for a missing assignment, teachers have excused them from learning the material. Making students complete all assignments makes it difficult for them to miss out on important learning opportunities.



**Attachment A**

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS  
NOMINATION FORM**

Organization providing nomination: MAPSA

Position Nomination for: Lisa Koski

Level: Elementary

Name: Lisa Koski

Address: 728 Lincoln Ave.  
Lincoln Park, MI. 48146

Present Position: Second and Third Grade Teacher

Business Address: 15740 Racho Road  
Taylor, MI. 48180

Telephone: Business: 734.374.8222

Home: 734.637.2666

E-Mail Address: [lkoski@trilliumacademy.us](mailto:lkoski@trilliumacademy.us), [lmkoski76@yahoo.com](mailto:lmkoski76@yahoo.com)

Prior Experience: Taught second grade at private Islamic school 2001-2003, taught multiage classroom at Trillium Academy since 2003

Educational and Other Organizational Affiliations: ACSD, Downriver Council for the Arts

Education: BA in Elementary Education from Saginaw Valley State University April 2001

Working on MA in Curriculum and Instruction at Eastern Michigan University (expected graduation December 2007)

**Lisa M. Koski**  
728 Lincoln Ave.  
Lincoln Park, MI. 48146  
734.637.2666  
lmkoski76@yahoo.com

"Lisa has an amazing ability to connect with people, be it young people or her peers. She's a good resource on how to work curriculum in the classroom, and she's a great model for differentiated instruction."

Adrienne Pogrmich  
Sixth Grade Teacher  
Trillium Academy

"Her students are always "doing" along with receiving information. ... She understands that teaching doesn't stop during lunch or recess, or when someone has a bad day or has a rough time at home, or when you're tired, or when a student's family member

### **Professional Profile**

Eager to prepare elementary students for the twenty-first century by providing a hands-on approach to learning and instruction.

- Holds Bachelors and Associates Degrees in Elementary Education
- Experienced in the use of differentiated instruction to maximize student success.
- Dedicated to.

### **Education and Certifications**

#### **M.A. Curriculum and Instruction**

Eastern Michigan University, Ypsilanti, MI 2003-present

#### **B.A. in Elementary Education**

Saginaw Valley State University, University Center, MI. 2001

#### **Provisional Certifications**

State of Michigan, Elementary K-8 (self contained) All Subjects

### **Honors**

- Regional Michigan Teacher of the Year Finalist 2006
- Michigan Charter School Teacher of the Year 2005-2006
- Dean's List Fall 1997, Fall 1999, Fall 2000, Winter 2000

### **Key Qualifications**

Certified in Elementary (K-8) Education

- Plans and instructs each subject area using Differentiated Instruction, Bloom's Taxonomy, and Gardner's Multiple Intelligences.
- Wide variety of teaching experiences in diverse school populations
- Develops and writes curriculum for school wide use. Coordinates School Improvement teams.

### **Employment**

#### **Professional Teaching Experience**

- **Second and Third Grade Teacher, Aug. 2004 – present**  
Trillium Academy, Taylor, MI
- **First, Second and Third Grade Teacher, Aug. 2003-June 2004**  
Trillium Academy, Taylor, MI
- **Second Grade Teacher, Aug. 2001-June 2003**  
Crescent International Academy, Canton, MI
- **Student Teacher, First Grade Jan. 2001 – Apr. 2001**  
Midland Public Schools, Midland, MI



## Philosophy of Education

Lisa Koski

believe that all children can find success in a caring, safe and respectful school environment. It is my job as the teacher to help my students develop a sense of worth, self-esteem and academic achievement. teach children in the way they learn best. In order to accomplish this, utilize differentiated instruction and view each child as an individual. build curriculum based on each child's interests, strengths and cultural backgrounds.

believe that our classroom is a home away from home. We are a community of learners. The classroom is a place where the students feel comfortable to participate in discussions and activities. The children will develop social and personal responsibility through real world experiences and applications

believe that family involvement is crucial to student success. Through weekly newsletters, emails and phone calls home, am able to keep parents updated on their child's academic progress. Our classroom is an open door to parents. I strive to create a classroom community which is welcoming to family members as both participants and observers.

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS  
NOMINATION FORM**

Organization providing nomination: Macomb ISD/Math-Science Center,

Position Nomination for: K-12 (Where ever needed)

Level:           Elementary                   Middle                   Secondary

Name: Dr. Carol L. Jones

Address   8710 Miller Rd., Clarkston, MI 48348

Present Position: k-12 Science Consultant

Business Address: Consultant Services Department, Macomb ISD, 44001  
Garfield Rd., Clinton Township, 48038

Telephone Business: (586) 228-3528

Home   (248) 625-4512

E-Mail Address:   cjones@misd.net

Prior Experience: Teaching experience includes pre-K through college level, including 28 years in Pontiac Public Schools as everything from a classroom teacher, department chairperson, district science consultant and administrator.

Educational and Other Organizational Affiliations: My current employment began with Macomb ISD as a science consultant and the director of the Macomb ISD Mathematics, Science and Technology Center. This position evolved with the awarding of two federally funded Math/Science Partnership grants where I took on the roles of Principal Investigator and Project Director, thus passing on the role of director of our math/science center. I have links through the MSP grants with Oakland University, as well as an on-going science/technology program with Wayne State's College of Engineering and a Teacher Quality Grant with Lawrence Technological University. I am actively involved in the Metropolitan Detroit Science Teacher's Association, Michigan Science Teacher's Association, National Science Teacher's Association, Michigan Earth Science Teacher's Association, National Earth Science Teacher's Association, Michigan Science Education Leader's Association, National Science Education Leader's Association and the Association for Supervision and Curriculum Development.

Education: BA, Oakland University, 1972  
MA, Oakland University, 1978  
PhD, Wayne State University, 2005

## CAROL L. JONES

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8710 Miller Road  
Clarkston, MI 48348  
E-mail: [cjones@misd.net](mailto:cjones@misd.net)

Phone: H (248) 625-4512  
Phone: W (586) 228-3528  
Fax: (586) 286-2809

### EDUCATION

December 2005 Ph.D. Curriculum & Instruction in Science Education, Cognates, Biology and Research & Evaluation, Wayne State University, Detroit, MI  
Spring 2002 Geology coursework, University of Wisconsin  
Winter 2001 Ecological Studies, Michigan Technological University  
Winter 2000 Multi-cultural Education coursework, Eastern Michigan University  
Summer 1999 Ultra-fast Optics Fellowship, University of Michigan  
Summer 1994 Howard Hughes Fellowship, Biological Sciences, Wayne State University  
Summer 1992 Howard Hughes Fellowship, Biological Sciences, Wayne State University  
Summer 1991 Howard Hughes Fellowship, Biological Sciences, Wayne State University  
Communications Institute, Mercy College  
Fall 1990 Research in Biological Science, Michigan State University  
May 1986 Completion of Secondary Certification, Madonna College  
Major: Natural Science; Minors: Mathematics & Language Arts  
December 1978 MA, Emphasis- Mathematics Instruction, Oakland University  
December 1972 Oakland University – Bachelor of Arts  
Majors: Mathematics & Science, Minor: Language Arts

### PROFESSIONAL EXPERIENCE

2005-Present Grant facilitator and guest lecturer, Lawrence Technological University  
2005-Summer Item reviewer for National Teacher Certification Tests in Biology/Life Science  
2005-Fall Adjunct, Oakland University  
2004-Present Science Consultant, Macomb ISD, Principal Investigator, Real-world Based Earth Science for Teachers (MSP Grant), Assistant Director of Lessons Studied, Lessons Learned (MSP Grant).  
2000-2004 Science Consultant, Macomb ISD, & Director, Macomb Math/Science/Tech. Center  
1996-2000 Mathematics and Science Consultant, K-12, Pontiac School District  
1995-1996 Gifted and Talented Program Coordinator, Pontiac Central High School  
1990-Summer Ford Motor Company, Scientific Research Facility, Dearborn, (CAD and brake noise analysis)  
1989-Summer Naturalist, Independence Oaks Nature Center, Clarkston, MI  
1988-1989 Teacher, Pontiac Adult Education (mathematics and science)  
1986-1987 Instructor, Oakland Community College (mathematics)  
1986-1995 Teacher, Pontiac Central High School (mathematics, debate, physical, earth-space, and biological sciences)  
1985-1990 Michigan Director for the National Energy Education Day Project  
1980-1986 Teacher and Department Head, Kennedy Junior High, Pontiac (science)  
1979-1980 Teacher, Webster Elementary, Pontiac School District  
1974-1979 Teacher, Kennedy Jr. High, Pontiac (mathematics and science)  
1973-1974 Substitute Teacher, Waterford School District, Brandon Middle School, Clarkston Public Schools (mathematics, science)  
Teacher, Pontiac Adult Education and Huron Valley School District (preschool)

Dr. Carol L. Jones

Educational Philosophy: Of all the great things this nation gives her people, the greatest is the opportunity for education. Though each of us may learn in different ways, we all learn. It is the challenge and requirement of all who call themselves educators or work in any capacity in the world of educational institutions, to provide their very best to all they encounter. This includes not only in intellectual content, but in integrity and personal behavior.

# **PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS NOMINATION FORM**

Organization providing nomination: Michigan ASCD

Position Nomination for:    K-12 Administration     
 Level:           Elementary                      Middle                      Secondary

Name: Kathy Griffey, Ed. D

Address:   865 Tecumseh Road  
             Battle Creek, MI 49015

Present Position   Assistant Superintendent

Business Address: Battle Creek Public Schools  
                           3 Van Buren Street West  
                           Battle Creek, MI 49015

Telephone: Business: 269.965.9484

Home: 269-966-9906

E-Mail Address: kgriffey@battle-creek.k12.mi.us

## Prior Experience:

2001-now	Battle Creek Public Schools - Assistant Superintendent for Curriculum and Instruction
1995-2001	Elwood Community School Corporation - Assistant Superintendent
1991-95	Delaware Community School Corporation - Principal, DeSoto Elementary
1990-91	Ball State University - Assistant Principal Burris Laboratory School (K-12)
1989-90	Ball State University - Doctoral Fellow; Teachers College
1976-89	Hamilton Southeastern School Corporation - Assistant Principal, Middle School 1985-89, Athletic Director, Middle School 1985-89, School Counselor, Middle School 1980-85, Dean of Students, Middle School 1976-80
1975-76	Northwestern School Corporation, English and social studies teacher, High School
1970-71	Turkey Run School Corporation, English and social studies teacher, High School

## Educational and Other Organizational Affiliations:

National School Boards Association  
 Phi Delta Kappa  
 Michigan and National Association for Supervision and Curriculum Development  
 National Staff Development Council

## Resume

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Name: **Kathy Griffey, Ed. D.**  
Address: 865 Tecumseh Road  
Battle Creek, MI 49015  
  
Phone: 269-966-9906  
269-965-9484 (work)  
  
Current Position: Assistant Superintendent  
Battle Creek Public Schools  
Battle Creek, MI  
  
e-mail: [kgriffey@battle-creek.k12.mi.us](mailto:kgriffey@battle-creek.k12.mi.us)



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### Summary of Experience:

- Eleven years Assistant Superintendent
- Four years Elementary Principal
- Four years Assistant Principal
- One year Assistant Professor, Ball State University
- One year Doctoral Fellow, Ball State University  
Department of Educational Leadership
- Three years middle school Athletic Director
- Ten years Dean of Students/School Counselor
- Three years teacher
- One year Intern Probation Officer

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Education:    **1990    Doctorate: *Ball State University***  
Educational Administration and Supervision  
Cognate area - counseling

**1976    Masters: *Ball State University***  
Major - School Counseling  
Minor - Social Studies

**1970    Bachelors: *Purdue University***  
Major - Social Studies  
Minor - English

**1966    High School Diploma**  
Shelbyville High School, Shelbyville, IN  
Magna Cum Laude

**Kathy Griffey, Ed. D.**  
865 Tecumseh Road  
Battle Creek, MI 49015

Statement of Educational Philosophy:

The guiding philosophy that motivates my professional actions is grounded in the belief that learning is the central force directing the choices made by human beings. Whether planned or random, an individual's experience with the external world results in a learned behavior or response for that individual. The function of a formal educational setting is to create experiences that assist an individual to learn needed information, skills, behaviors, attitudes, and processes to support the individual in his/her capacity to interact successfully with his/her surrounding world. It is critical that the experiences created within the formal educational setting meet the needs of the learner and engage the learner with knowledge acquisition.



**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS  
NOMINATION FORM**

Organization providing nomination Hastings Area Schools

Position Nomination for: Elementary Principal Representative

Level: Elementary Middle Secondary

Name: Amy Tebo

Address: 763 North Airport Rd  
Hastings, MI 49058

Present Position: Elementary Principal in the Hastings Area School District

Business Address: 1900 Star School Road  
Hastings, MI 49058

Telephone: Business: 269-945-6182

Home: 269-948-4182

E-Mail Address: atebo@hassk12.org

**Prior Experience**

Principal of Star Elementary School, 2005 – Present. Providing guidance and supervision to 16 teachers, 10 various support staff members and 300-330 students.

- 13 years experience as an elementary teacher
- 3 years experience as an elementary principal
- 16 years experience in district curriculum development
- Administrator directing the Districts Elementary Special education curriculum and teacher. Present
- Administrator directing the district elementary Math Committee. Present.
- Administrator directing the district elementary Social Studies Committee. One year.
- CIMS and District Special Education Monitoring Committee, evaluating district practices and developing a district monitoring plan.

**Amy Tebo**  
763 North Airport Road, Hastings, Michigan 49058  
269.948.4182  
[atebo@hassk12.org](mailto:atebo@hassk12.org)

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### **Objective**

To obtain a position on the Professional Standards Commission for Teachers committee within the Michigan Department of Education.

### **Education**

- Masters Degree in Educational Leadership, Western Michigan University, 2000
- Bachelors of Science, Western Michigan University. Language Arts Minor, Math and Science Minor, and a Creative Arts Minor. 1991
- Various courses in continuing education

### **Employment History**

*Hastings Area School System, Hastings, Michigan*

**Principal of Star Elementary School, 2005 – Present.** Providing guidance and supervision to 16 teachers, 10 various support staff members and 300-330 students.

- Administrator directing the Districts Elementary Special education curriculum and teacher. Present
- Administrator directing the district elementary Math Committee. Present
- Administrator directing the district elementary Social Studies Committee. One year.
- CIMS and District Special Education Monitoring Committee, evaluating district practices and developing a district monitoring plan.
- Supervision of four student teachers from various universities, with two additional student teachers coming this year.
- District Professional Development Committee. Organizing teacher training, guest speakers and committee work for the elementary teachers in our district.
- Presented Response to Intervention Training to Elementary teachers in the English Language Arts area.
- Attending the yearly MEAP and OEAA Conference. Three years.
- AG Awareness Committee, providing experience to third and fourth grade students in all areas of agriculture in coordination with the Michigan Curriculum Framework.
- Parent Teacher Organization Liaison for Star Elementary Staff
- Michigan Elementary and Middle School Principal Association Member
- Association for Supervision and Curriculum Development Member

**Fourth and fifth grade teacher at Star Elementary School. 1998 – 2004.**

- Have provided a positive and consistent education by looping from fourth grade to fifth grade for four years.
- Team Teacher in the area of science, specializing in hands-on science experiments and activities in the science lab.
- Guided Reading Groups. Have given reading instruction to students of all levels.

## Philosophy of Education

### Amy Tebo

Through my years of education and experience, my philosophy of education has grown and developed as well as my teaching and coaching of colleagues. I have concluded that students learn because they desire to gain knowledge, not because we want them to learn. The responsibility of the teacher is to instill that desire and develop a base of self-fulfillment within each student. With teachers holding high expectations in each classroom, students will work to reach the goals and challenges set before them, especially when they feel a special connection with the educators who continue to make a difference in their lives.

All children can learn and progress with the right instruction. Teachers who entrust in this motto create a motivating learning environment where students will feel safe to take risks. The question is no longer, "Are students ready for my classroom?" but rather, "Am I ready to teach the students in my classroom?" Differentiated instruction is the key. It is up to the educators to notice student potential and arrange instruction to best fit the needs of all students. Sound teaching techniques will address different learning styles at all levels of ability. Continuous study must occur for teachers to stay informed of new teaching ideas, theories, and practices in education. Teachers themselves must set the example to seek further knowledge and be life-long learners, which will in turn motivate students and make learning relevant.

Teachers are not just teaching the academics to students, but life skills as well. Teachers are counselors, nurses, social workers, financial advisors, student advocates, pseudo-parents, and much more. Educators guide students in many areas, such as how to make friends, survive a divorce, keep proper personal hygiene, make good economic and personal choices, develop time management skills, and teach students to stand up for their beliefs. Educators also teach leadership skills, citizenship skills, responsibility, communication skills, along with the grade level expectations set by the Michigan Curriculum Framework.

Effective communication between parents, teachers, and students is another key component to a successful classroom and school. It truly takes a village to raise a child. With staff cooperation and consistency and parent support and collaboration, student success will soar and excellence will occur.

Education is no longer just teaching the four core subjects. Teachers today must be prepared to "Do it All!"

PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS  
NOMINATION FORM

Organization providing nomination: MASSP

Position Nomination for Middle School Principal

Level: Elementary Middle Secondary

Name: PENNY SNYDER

Address: 8700 TERRITORIAL Rd  
MONTGOMERY, MI 49255

Present Position: Middle School Principal

Business Address: Jonesville Middle School  
401 E Chicago  
JONESVILLE MI 49250

Telephone: Business: 517-849-7302

Home: 517-368-5172

E-Mail Address: SNYDER@JCS K12 MI US

Prior Experience:

Educational and Other Organizational Affiliations: Michigan Ass. of Secondary  
School Principals, N.C.A.,  
ASCD, Jonesville Rotary,  
National Middle School Ass. etc

Education: Bachelor Tri State University  
Elem. Ed. with Middle Science & English

Master. M.S.U. with honors. Curriculum and Teaching  
Each nominee must submit a statement of educational philosophy  
and a vitae or professional resume must be included with the  
nomination.

Please submit nomination(s) with attachments to Claudia Nicol at  
fax number 517-373-0542, nicolc@michigan.gov, or Office of  
Professional Preparation, P.O. Box 30008, Lansing, Michigan 48909

# PENNY SNYDER

## OBJECTIVE

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Professional Standards Commission for Teachers

## EXPERIENCE

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2000-Present     Jonesville Middle School Principal     Jonesville, MI

Received MASSP and MASB Award of Excellence 2004  
Created a true Middle School (6-8) from a 7-12 high school program.  
Have increased MFAP scores by 40% through curriculum alignment

1984-2000     Science Teacher     Angola, IN

*Became Nationally Board Certified Teacher*

- Team Leader
- Taught all levels of students from disabled to gifted.
- Presenter at the National Middle School Conference and the National Association of Science Teachers

## EDUCATION

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1981-1984     Tri State University     Angola, IN

- B.A., Elementary Education with emphasis on Middle Level Science and English.
- Graduated with honors

1984-1987     Michigan State University     Lansing, MI

- M.A., Curriculum and Teaching
- Honary Degree

## INTERESTS

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Reading, walking, gardening, sewing, cooking, and computers.

## EXPERIENCE

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1997 INDIANA MIDDLE LEVEL TEACHER OF THE YEAR, (REGION 8)

1984-2000 CAMDEN FRONTIER BOARD OF EDUCATION, CAMDEN, MI

1997-2000 EINSTEIN GRANT RECIPIENT (THE DEKKO FOUNDATIONS) 1997-2000

2000 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS,

NATIONALLY BOARD CERTIFIED TEACHER: EARLY ADOLESCENCE SCIENCE

2000-2007 JONESVILLE MIDDLE SCHOOL PRINCIPAL

2002-2006 REGION 8 REPRESENTATIVE ON MASSP EXECUTIVE BOARD

2003-2005 RECIPIENT OF WALMART FOUNDATION GRANT

2004 EXCELLENCE IN EDUCATION AWARD FROM MASSP AND MASE

2005 PAUL HARRIS FELLOW AWARD, ROTARY INTERNATIONAL

#### **EDUCATIONAL PHILOSOPHY**

I BELIEVE THAT EVERYONE SHOULD BE A LIFE-LONG LEARNER. TEACHERS NEED TO CONSTANTLY ASSESS THE INFORMATION THEY REQUIRE STUDENTS TO LEARN TO MAKE SURE THEY ARE INCORPORATING THE STATE AND NATIONAL BENCHMARKS AND STANDARDS. ALL STUDENTS ARE CAPABLE OF GRASPING THE BASIC FUNDAMENTALS OF SUBJECT MATTER IF PRESENTED IN THE PROPER CONTEXT OF THEIR LEARNING STYLE. CURRICULUM SHOULD BE MEANINGFUL, ENGAGING, AND ASSESSED OFTEN TO ENSURE NO ONE IS LEFT BEHIND.

Attachment A

PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS  
NOMINATION FORM

Organization providing nomination: MASSP

Position Nomination for: ROBERT BELOUS

Level: Elementary Middle Secondary

Name: ROBERT BELOUS

Address 608 West Corunna Ave  
Corunna Michigan 48817

Present Position: PRINCIPAL Atherton High School

Business Address: 3354 S. Genesee  
Burton MI 48519

Telephone: Business: 810-591-0400 x 22  
Home: 989 743-6588

E-Mail Address: rbelous@AthertonSchools.com

Prior Experience: Asst. Principal/AD - Lapeer Community Schools  
CLASSROOM TEACHER 1993-2004

Educational and Other Organizational Affiliations: MASSP, NASSP, ASCD, MIAAA

Education: BS in Ed - Central Michigan  
CERTIFICATE IN BIOLOGY - U of M - Flint  
MASTERS IN ORGANIZATIONAL LEADERSHIP - EAST HAWKS STATE UN

Each nominee must submit a statement of educational philosophy and a vitae or professional resume must be included with the nomination.

Please submit nomination(s) with attachments to Claudia Nicol at fax number 517-373-0542, nicolc@michigan.gov, or Office of Professional Preparation, P.O. Box 30008, Lansing, Michigan 48909



Robert D. Belous  
608 West Corunna Avenue Corunna, Michigan 48817  
989-743-6588 (H) 989-277-8615 (C)  
robbelous1@charter.net

*"...Organized beyond belief,  
Rob has goals, time  
schedules, and a plan to get  
thing done. He is disciplined  
and willing to put in as much  
time as it takes to get the job*

*done..."*

Kirk Baese  
Principal, Ovid-Elsie High  
School

*"...in all his duties, he has  
displayed great leadership,  
ownership and skill. He has  
the respect of his colleagues,  
students, parents and  
administrators..."*

Kris Kirby  
Director of Instruction,  
Community & Special Services  
Ovid-Elsie Area Schools

### ***Professional Profile***

I have a strong desire to collaboratively lead a school through the process of transformation to meet the educational needs of students in the modern global economy using a variety of pedagogical strategies.

- Masters Degree in Organizational Leadership and Bachelors Degree in Secondary Education
- Concentration of Masters Program is in school reform
- Committed to the processes of assessment and analysis as stages of the school improvement process

### ***Education and Certifications***

M.L.S. in Organizational Leadership - Cum Laude  
Concentration in school reform  
Fort Hays State University, Hays, KS. 2005

Secondary Endorsement in Biology  
University of Michigan - Flint, Flint, MI. 1993

B.S in Secondary Education  
Physical Education and Political Science  
Central Michigan University, Mt. Pleasant, MI, 1989

Professional Certifications  
Michigan Secondary Professional Certificate

- 7-12 Biology
- K-12 Physical Education
- 7-12 Political Science

### ***Key Qualifications***

Experience as NCA Chairperson in both Outcomes and Performance Accreditation  
Department Chairperson

School Improvement Chair

Safe and Drug Free Schools Coordinator

Reproductive Health Coordinator

Served as mentor/peer teacher numerous times

Developed new and beginning teacher mentoring program as Masters project

Multiple recipient of "Who's Who Among Americas Teachers"

Florida Foundation For Future Scientists Faculty

Member of the Alachua County Schools Discipline Restructuring Team

Certified in Accountability Training (Norma Spurlock)

Summer Leadership Institute

MASSP Administrative Certification Committee

MASSP Assistant Principal Conference Committee Member

Ovid-Elsie Strategic Planning Committee

Experienced in curriculum development, evaluation and implementation

Robert D. Belous  
608 West Corunna Avenue Corunna, Michigan 48817  
989-743-6588 (H) 989-277-8615 (C)  
robbelous1@charter.net

### Educational Philosophy

It is my belief that all students can and will learn when given the tools and are a part of a caring learning community. This caring educational community requires that as educators we believe not only in the benefits of life long learning but we believe in the individual student. As educators we have an obligation to every student who comes into our schools, we owe them nothing less than our best efforts, personally, emotionally, socially and academically.

The historical paradigm of the "independent contractor" educational system doesn't meet the needs of our students, their families or the community. We cannot meet the needs of the individual in the absence of a collegial and collaborative learning community that embraces the life-long learner. As educators we must build a support system that incorporates all of the members of the educational community from early childhood to the global marketplace in which our students will be competing.

The days of "shut the door and just teach" are long gone and we must work to build an educational community that adapts to meet the needs of our students. We must act as a catalyst for the paradigm shift that "teaches teachers", educates parents, and involves higher education and employers if we want education in Michigan to lead not only the nation but the world in the ever changing global marketplace.

PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS  
NOMINATION FORM

Organization providing nomination: Michigan Assn. of School Boards

Position Nomination for: Commission Member as Local School Bd mem

Level:            Elementary            Middle            Secondary

Name: Gary Scholten

Address: 1425 Steaders Pass  
Zeeland, MI 49463

Present Position: Member, Past President, Zeeland School Boards

Business Address: also Ottawa County Register of Deeds  
414 Washington Street, Room 305

Telephone: Business: Grand Haven, MI 49417  
(616) 846-8237

Home: (612) 772-9561

E-Mail Address: gscholtt@co.ottawa.mi.us

Prior Experience: 25 years: Director, Ottawa County  
Employment & Training, Community Action Agency

Educational and Other Organizational Affiliations: 20 yrs. Zeeland Public Schools  
Member + Past President, Michigan Assn of School Boards (12 yrs)

Education: BA, Michigan State University  
MA, University of Michigan

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and a vitae or professional resume must be included with the  
nomination.

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fax number 517-373-0542, [nicolc@michigan.gov](mailto:nicolc@michigan.gov), or Office of  
Professional Preparation, P.O. Box 30008, Lansing, Michigan 48909

GARY SCHOLTEN  
2524 Floral Drive  
Holland Township  
Zeeland, MI 49464  
(616) 772-9561

**EDUCATION AND EMPLOYMENT EXPERIENCE:**

Graduated Holland High School 1963

Graduated Michigan State University-Business Administration 1967

In Holland during the summer of college years:

Worked West Shore Construction Company, Zeeland. 1963-67

After college, worked locally at:

Holland Hitch Company, Holland. 1967-1968

Ambassador Shop, Holland. Christmas 1967

February 1968 - January 1970 - U.S. Army Infantry

Army Platoon Sergeant responsible for logistics, and in absence of a platoon leader, tactical operations of a thirty (30) man platoon under combat conditions. Earned rank of Staff Sergeant E-6. Disabled Veteran.

Awarded Bronze Star, Purple Heart, Combat Infantry Badge, Viet Nam Service and Campaign Medals.

February 1970 - September 1970

American Management Association, Management Internship Program. An eight month course emphasizing modern management and finance concepts, techniques, and skills through personal contacts with over 150 practicing managers.

Receiving Manager, Bambergers of New Jersey (furniture warehouse)

Supervised six (6) warehouse men and two (2) clerical staff.

March 1971 - September 1971:

Marketing Representative, Laser Alignment, Grand Rapids, Michigan

Responsible for demonstrating, selling, and training people in the use of the laser in the construction industry within Michigan and Wisconsin.

September 1971 - June 1972

Grand Valley State College, Allendale, Michigan

Received Michigan teachers' certification in elementary education.

## **GARY SCHOLTEN**

### **Statement of Educational Philosophy**

**The classroom experience is the most important determinant of student achievement. The key aspect of this experience is the competency of the teacher, both in terms of the subject matter area(s), and his or her ability to work with and communicate knowledge and skills to the students. While there is some initial and sporadic review of how well an individual teacher is actually performing in the classroom, she or he are very much on their own in working with students—a heavy responsibility.**

**The essential function of the school administration, and its school board, is to support and enhance that classroom experience. This is by hiring, retaining, and providing for the professional development of the teachers. They also have the responsibility to provide a safe, healthy and up to date learning environment for the students consistent with the resources they are able to obtain and wisely utilize.**

**PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS  
NOMINATION FORM**

Organization providing nomination: State of MI Educational Deans Council

Position Nomination for: Public University or Teacher Preparation Institution

Level:            Elementary            Middle            Secondary

Name: Elaine C Collins

Address: 2757 E. Arthur Road  
Rothbury, MI 49452

Present Position: Dean of Education, Grand Valley State University

Business Address: 301 W. Fulton Street  
Grand Rapids, MI 49504

Telephone: Business: 616/531-6820

Home: 616/446-7150

E-Mail Address: collinel@GVSU.EDU

Prior Experience: (See attached c.v)

Educational and Other Organizational Affiliations: (see attached c.v)

Education: Ph.D. Ed Policy & Leadership (The Ohio State University)  
MA Curriculum & Instruction (University of CA, Davis)  
Teaching Credential / Ryan Single Subject Credential / mus  
BA MUSIC (UCLA)

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and a vitae or professional resume must be included with the  
nomination.**

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fax number 517-373-0542, nicolc@michigan.gov, or Office of  
Professional Preparation, P.O. Box 30008, Lansing, Michigan 48909**

## ELAINE COLLINS, Ph.D.

### Office:

Grand Valley State University  
920 Eberhard Center  
301 W Fulton  
Grand Rapids, MI 49504-6495  
(616) 331-6250  
FAX: (616) 331-6515

### Home:

2757 East Arthur Road  
Rothbury, Michigan 49452  
(231) 861-8613  
Email: Collinel@gvsu.edu

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## EDUCATION

**Ph.D.**  
(1990)

The Ohio State University  
Educational Policy & Leadership;  
Curriculum and Instruction  
Educational Research  
Cultural Anthropology & Teacher Education (cognate areas)

**Supervisory  
Credential**  
(1990)

The Ohio State University  
Educational Policy & Leadership

**M.A.**  
(1986)

The University of California, Davis  
Curriculum and Instruction

**Teaching Credential**  
(1980)

The University of California, Los Angeles (UCLA)  
Ryan Single-Subject Credential

**B.A.**  
(1979)  
cum laude

The University of California, Los Angeles (UCLA)  
Music

## Continuing Education

(2005)

Grand Valley State University  
Mediation Training

(2003)

Leadership West Michigan  
Leadership Institute / Economic Development

(2001)

West Shore Community College  
Marketing Institute



Educational Philosophy  
Elaine C. Collins

Perhaps the most immediately observable characteristic of my educational philosophy is its underpinning in socio-cognitive constructivist theory. This perspective holds unique assumptions for teaching and learning. Representative examples of these assumptions are illustrated below:

- Students enter a course with prior knowledge (i.e., expectations, values) that influence the nature of the classroom experience.

The students' prior schooling experiences and strategies will not necessarily match those of the teacher. Thus,

- (a) students will not enter a course at the same point.
- (b) students will not get the same information out of a lesson.
- (c) students will not interpret the same experience identically.

- The teacher's role is to guide, challenge, and provide a supportive environment. Additionally, the provision of cognitive dissonance is an important part of the teacher's role.

Knowledge is not a set of acquired information. Knowledge is an active process of expanding or revising existing schema to accommodate new information.

- Meaning is constructed in the inter-subjective space between teacher and students.

Applied to practice, these assumptions help to frame teaching and learning that is highly communicative in nature. Students are encouraged to take an active part in their own learning through discussion, lecture, selected readings, group and individual projects.

Wagner

Attachment A

PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS  
NOMINATION FORM

Organization providing nomination: READING + LANGUAGE ARTS CTRS,  
(RLAC) INC

Position Nomination for Community Member

Level:            Elementary            Middle            Secondary

Name Laurel Wagner

Address 609 Waldon Rd Clarkston, MI 48346

Present Position: Vice-President, RLAC (Education  
Development)

Business Address: RLAC, 36700 Woodward Ave Ste. 20  
Bloomfield Hills, MI 48304

Telephone: Business: 248-645-9690

Home: 248-202-0547

E-Mail Address: aur e@rlac.com

Prior Experience: Elementary School Teacher, Westwood,  
California (Gifted, LD and ESL)  
(LA Unified School District)

Educational and Other Organizational Affiliations: Council for  
Exceptional Children, International Reading  
Association, International Dyslexia Association

Education:

California State University, Elem. Education 1984

Post Grad Studies (CSU) 1984-1989

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and a vitae or professional resume must be included with the  
nomination.

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fax number 517-373-0542, nicolc@michigan.gov, or Office of  
Professional Preparation, P.O. Box 30008, Lansing, Michigan 48909

Wagner

## CURRICULUM VITA

2006

Laurie Wagner  
Director of Educational Development  
RLAC (Reading and Language Arts Centers)  
36700 Woodward Ave., Suite 20  
Bloomfield Hills, MI 48304  
248-645-9690

### Education:

Elementary Education, California State University, Northridge	1984
California State Teaching Certification	1984
Post Graduate Studies	1984-1989

### Management Experience:

1993-Present Reading and Language Arts Centers, Inc.

1993-1998 Director of Tutoring – Responsible for the marketing and operations of five tutoring centers with over 300 clients weekly.

1998-2004 Director of Teacher Training – Responsible for marketing, operations and curriculum for all teacher training. Initiated and finalized accreditation of RLAC's Phonics First™ professional development.

2004-Present Director of Educational Development – Responsible for development, implementation and support of teacher training contracts with school districts nationwide.

### Teacher Training Experience:

1993 to present	Reading and Language Arts Centers
	Phonics First™ Orton-Gillingham Master Trainer
	Lexia Training Instructor (Software)
	Phonics First™ Orton-Gillingham Master Trainer of Trainers

### Teaching Experience:

1991 to 1998	Reading and Language Arts Centers
	Orton-Gillingham Tutor pre-K through adult learners
1984 to 1989	Westwood Elementary, Westwood CA
	Elementary grades 3-6 (LD and ESL inclusive)
	Gifted Education grades 3 and 4

Laurie Wagner  
Curriculum Vita, 2006  
Page 3 of 3

Educational Philosophy

Education is a lifelong process. The essence of a teacher's ability to impart knowledge and a love of learning in each student is closely tied to the ability to match instruction to the student's learning needs. A teacher ignites the spark of learning in students by meeting them where they are in the learning process and skillfully moving them forward in positive steps. On-going professional development for teachers is the heart of this high-quality instruction. When a teacher passionately and continually seeks to grow in their own knowledge, they are equipped to meet the needs of all their students.

PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS  
NOMINATION FORM

Organization providing nomination: University of Michigan, National Forum on  
Higher Education for the Public Good

Position Nomination for: PSCT – Research Institute/Institution

Level:      Elementary      Middle      Secondary

Name: John C. Burkhardt

Address: 41455 Chattman Street, Novi, MI 48375

Present Position: Director, National Forum on Higher Education for the Public Good  
Professor, Higher Education

Business Address: 610 East University Avenue, Suite 2339, Ann Arbor, MI 48109

Telephone: Business: 734.615-8882

Home: 734.730-7071

E-Mail Address: jcbforum@umich.edu

Prior Experience: See CV

Educational and Other Organizational Affiliations: See CV

Education See CV

Each nominee must submit a statement of educational philosophy  
and a *vitae or professional resume* must be included with the  
nomination.

## JOHN C. BURKHARDT

610 East University, Suite 2339 Ann Arbor, Michigan, 48109  
Office: (734) 615-8882 Home: (248) 348-6235

### PROFESSIONAL EXPERIENCE

- University of Michigan** 2000 - Present  
Professor of Higher Education,  
Special Assistant to the Provost for University Engagement,  
Director, The National Forum on Higher Education for the Public Good  
Serve as a senior faculty member in the Center for the Study of Higher and  
Postsecondary Education, and direct a national partnership of scholars, practitioners  
and policy leaders committed to strengthening the relationship between higher  
education and US society.
- W.K. Kellogg Foundation** 1993 - 2000  
Program Director, Leadership and Higher Education  
Coordinated leadership grant making across the Foundation and directed several  
major program initiatives focused on institutional and community change.
- University of Detroit Mercy** 1989 - 1993  
Vice President for Planning and Administration  
Facilitated the merger of two previously independent institutions and coordinated  
comprehensive planning and implementation efforts to consolidate the operations of  
four campuses and eight schools and colleges.
- Detroit Public Schools** 1988 - 1989  
Executive Director, Citizens Reform Committee (On loan from EMU)  
Provided leadership to a business, government, labor and religious coalition that  
succeeded in changing school governance and promoting civic involvement in the  
leadership of the nation's sixth largest urban school district.
- Eastern Michigan University** 1978 - 1989  
Director of Planning and Advancement  
Promoted through five different positions over a twelve-year period beginning with  
director of university health services and including executive assistant to the president,  
assistant to the provost, and director of institutional advancement.
- Saginaw Valley State University** 1974 - 1978  
Director of Evening Academic Programs  
Established a comprehensive academic and student services program giving special  
attention to adult and part time students.
- Oakland University** 1973 - 1974  
Head Resident, Fitzgerald Hall
- Michigan State University** 1972 - 1973  
Graduate Assistant, James Madison College

## Philosophy on Teaching, Leadership and Service

John C. Burkhardt  
Professor, Higher Education  
University of Michigan

In "Scholarship Reconsidered" Ernest Boyer asks us to consider, or reconsider, the following questions:

How can knowledge be responsibly applied to consequential problems?  
How can it be helpful to individuals as well as institutions?  
Can social problems themselves define an agenda for scholarly investigation?

The role of the engaged (or clinically focused) professor provides many advantages for teaching and learning that complement what occurs in the traditional classroom. The learning environment that can be constructed to pursue a "scholarship of application" is particularly dynamic, real, immediate and yet marvelously cluttered. Teacher and students engage as colleagues set on responding to shared challenges. There is plenty of feedback that is often very plainly evident; students and teacher fail and succeed together without any veils.

If the nature of the work that is at the heart of the clinical practice is innovative and if it makes creative use of evolving practice, the teacher often has the freedom to be unsure of what to do next and to share this dilemma with students. If the work requires the coordination of a wide range of talents, as ours does in the National Forum, both students and teacher can benefit from learning with peers who have special things to teach as well as things to learn. When the work and relationships are extended over months or even years, everyone involved gets to see the patterns of growth and the cycles of success and discouragement that can only be manifest with time.

Much like clinical practice in the field of medicine, the circumstances of learning bear inherent consequences. This in itself is a terrific source of motivation for learners and the teacher. In the classroom, consequences are often a step removed from being direct: grades, esteem, peer respect. In the clinical environment, consequences do not need be contrived. They are unpredictable and often they are public.



## PROFESSIONAL STANDARDS COMMISSION FOR TEACHERS NOMINATION FORM

Organization providing nomination: Michigan Education Association

Position Nomination for: Community College Representative

Level:                      Elementary                      Middle                      Secondary

Name: Mary C. Belknap

Address: Home- 825 Thorntree, Jackson, MI 49203

Present Position: Jackson Community College Teacher Education  
Coordinator/Professor

Business Address: Jackson Community College  
2111 Emmons Rd. Walker Hall #236  
Jackson, MI 49201

Telephone: Business: 517.796.8575

Home: 517.784.9836

E-Mail Address: Mary\_Belknap@jccmi.edu

### Prior Experience:

PreK-12 public education teaching experience in urban and suburban schools -27 years (variety of subjects including a pre-teaching course), administrative (curriculum and program development), teaching experience at the community college level- 6 years, state and national leadership positions in teacher education (see resume for more information)

### Educational and Other Organizational Affiliations:

- Michigan Campus Compact
- Association for Curriculum and Development
- Council for the Study of Community Colleges
- Michigan Education Association and Jackson Education Association
- Network of Michigan Educators
- Michigan Association for Community College Educator Preparation-board member
- National Association of Community Colleges in Teacher Education Preparation(NACCTEP)-Secretary
- Coalition of Essential Schools
- Spring Arbor University Teacher Education Advisory Council

Each nominee must submit a statement of educational philosophy and a vita or professional resume must be included with the nomination.

## MARY C. BELKNAP

Professor and Teacher Education Coordinator

Jackson Community College

2111 Emmons Rd.

Jackson, Michigan 49201

Home: 825 Thorntree, Jackson, MI 49203, 517-784-9836 • Work: 517-796-8575

e-mail: belknapmaryc@jccmi.edu

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### PHILOSOPHY:

*"A teacher's reach should exceed her grasp."*

### PROFESSIONAL EDUCATION

PhD. Michigan State University, HALE doctoral program- current

Master of Arts: Western Michigan University, August 1976

Family and Consumer Science, emphasis on Child Development/ Family Life

Bachelor of Science: Western Michigan University, December 1971, cum laude

Major: Family and Consumer Science, Minor: Family Life Education

Early Childhood Endorsement: Eastern Michigan University 1992

Jackson Community College, September 1968-1970

Minor in Psychology, Spring Arbor University, December 1998

Over 45 hours of post graduate work at various universities (Michigan State University, Grand Valley State University, Central Michigan University) including an Early Childhood

Administrative Internship in Jackson Public Schools

Teacher Certifications: Family and Consumer Science K-12 Permanent Vocational, Early Childhood Education (ZA), Psychology 9-12

### BRIEF OVERVIEW OF PROFESSIONAL EXPERIENCE

- **Jackson Community College, 2000 to present**

My responsibilities include but are not limited to: Development and coordination of the Teacher Education program, curriculum development, including lead professor for EDU 221- Exploring Teaching, EDU 100- Pre-teaching Pathway, hiring adjuncts, incorporating service learning as a methodology within the program and college curriculum, maintaining the teacher education partnership with Spring Arbor University, member of the Multicultural and Diversity Committee, Service Learning Committee, AQUIP Student Services Committee, various partnership programs in the K-12 area schools, member and leader in state endeavors involving community colleges and teacher education, Michigan Association for Community College Educator Preparation-Board Member, National Association of Community Colleges in Teacher Education Preparation(NACCTEP)-Secretary

**Jackson Public Schools, 1979 to June 2000**

Family Life and Consumer Science Teacher, Jackson High School, 1992 to 2000

Advisor to Youth in Government, Future Teachers, Building and Grounds Committee  
Tomlinson Alternative High School-1979-1992 part-time and three quarter time- teaching of at risk youth, several subjects.

Administrative Responsibilities: Lead Instructor of 5 different courses and District Coordinator for Cross Age Tutoring, students participated in model academic service

## Professional Teaching Philosophy

### Mary C. Belknap

"Happiness exists when the things we believe  
in are consistent with the things we do."

Since second grade I dreamed of a career as a teacher. As the oldest of eight children in a very small home with welfare often the paycheck, I recognized early education was the key to a more successful future. Fortunately, my fondest memories are of teachers who made a difference in my day-to-day life. From the classroom to relatives, educators who helped me create my future visions surrounded me. In high school I adopted the motto, "A man's reach should exceed his grasp." I have continued to keep this motivating motto for my life. As I approached my college years, teachers gave me the most support and encouragement to attain a higher education. Since the monetary expense of college was my sole burden, through their encouragement I knew a college degree was attainable. I worked hard to pay for my education and completed my Bachelor of Science teaching degree in seven semesters. Within one month of graduation, my dream became a reality. I was hired as a high school Family and Consumer Science teacher for Michigan Center Schools.

I believe, "Happiness exists when the things we believe in are consistent with the things we do." I have found this to be so true in education. The classroom climate for me from a very early age has provided a framework of beliefs in learning and happiness in my daily life. I attempt to create this atmosphere for all my students within my classroom. I know a quality-learning environment creates a "spark," "scratches the brain," and stimulates a feeling of energy. Students know my passion is to help them learn. My role as a facilitator for knowledge is obviously strong with a sincere commitment to the humans I am charged to educate.

**Professional Standards Commission for Teachers  
Recommendations for Revised Charge and Composition**

**Charge of the Professional Standards Commission for Teachers:**

Inasmuch as the State Board of Education (SBE) has constitutional responsibility for policy considerations regarding the preparation of Michigan teachers, the Professional Standards Commission for Teachers (PSCT) is charged to:

- Investigate and recommend standards of professional practice to improve the quality of the teaching profession;

Develop and recommend standards for the implementation of teacher internships, student teaching programs or other clinical teaching experiences for persons preparing to become teachers;

- Review and recommend changes related to the continuing education and recertification of teachers; and

Review and recommend changes in policies related to the revocation of teaching certificates.

**Composition:** The Professional Standards Commission for Teachers should be comprised of fifteen members as follows:

Ten teachers, nine of whom must be public school teachers, one must be an intermediate school district teacher and one must be a non-public school teacher;

Two representatives of higher education institutions;

One school administrator;

- One representative of a local school board; and

One representative of the general public.

**History:**

**Overall Goal and Objective of the Program:**

Provide a Professional Development opportunity for educators as they participate as advisors to the State Board of Education regarding teacher preparation program standards and policy. The participants extend their understanding and provide recommendations regarding the use of standards for program development, documentation and evaluation

SBE Minutes

10/6/76

pp. 34-36

### APPOINTEE BACKGROUND

Communication to organizations concerning appointment of individuals to serve on advisory councils should include the Board's wish that consideration be given to racial characteristics, ethnic origin, sex, and geographical location of the proposed appointee.

### ATTENDANCE REQUIREMENTS

On behalf of the Board, staff for each respective advisory council shall notify in writing the president or executive secretary or, if none, other appropriate officer of each organization or body having a representative on the council in each instance where the representative has been absent during 50 percent or more of the scheduled meetings during his or her term of appointment. It should be suggested that a different individual, able to attend the majority of the meetings, be designated by the organization.

### CITIZEN, COMMUNITY, LAY AND PARENT REPRESENTATIVES

A citizen or community representative or lay or parent representative to a Board advisory council must not be employed by or receive remuneration from any educational body, public or private, affected by the actions of the council.

Another category of membership on advisory councils is that of "Board Member's Nominee." There shall be no restrictions as to the employment of these advisory council members.

### NOMINATING PROCEDURE

A list of all current members, their attendance record for their term of service, and their qualifications shall be submitted to the Board at least four (4) weeks prior to the end of their term. No recommendations for reappointments shall be made by staff prior to the deadline set for Board members to submit nominees. Board members shall have four (4) weeks prior to the meeting date set for appointments to submit names of nominees.

SBE Minutes

10/6/76

pp. 34-36

### RELATIONSHIPS OF MEMBERS TO STATE BOARD MEMBERS

No individual shall be eligible for appointment to a Board advisory council if related within the fourth degree of affinity or consanguinity\* to a member of the State Board of Education.

\*Related by blood or marriage up to and including parents, sisters and brothers, grandparents, aunts and uncles, nieces and nephews, and first cousins.

### **TENURE AND DUAL SERVICE**

No individual shall serve more than four consecutive one-year terms of appointment or its equivalent on any Board advisory council, nor serve concurrently on two or more councils unless at the specific request of an organization or body entitled by the Board of select a representative to the council.

#### **Proposed changes:**

In light of the proposed revision to the PSCT charge and the increasing public visibility of the MDE decisions about teacher quality, the PSCT shall be revised to incorporate the following # positions:

- One(1) member representing public universities;
- One (1) member representing independent colleges;
- Six (6) members representing teachers (half elementary, half secondary teachers of content specialties);
- One (1) school superintendent;
- One (1) principal alternate terms for secondary, elementary;
- One (1) local school board member; and
- Two (2) members representing nontraditional entities with a stake in teacher quality:
  - One (1) community college with transfers to baccalaureate education programs *and one* of the following:
    - One (1) representative of the broad employer community; *or*
    - One (1) representative of parents/community; *or*
    - One (1) representative of a core academic content association (e.g. MACD, MCTM).

**Nomination of Members:**

PSCT nominees shall be proposed to the SBE through the following process:

Associations directly representing the position category shall propose two nominees for each position available, using a biographical format of the SBE that includes information on race/ethnicity, gender and educational philosophy, to assure a representative body. Nomination of one individual with no alternative shall not be considered for appointment by the SBE.

Nominations must be made by associations in writing by April 1 of the year the position will be vacated.

No member shall serve more than two consecutive terms on the PSCT.

Each term shall be a four year term, after the initial PRC appointments of 2006, which will be staggered (half 2 year, half 4-year appointments) to provide for continuity at the end of the first term.

**Frequency of Meetings:**

The PSCT shall be convened as needed by OPPS, but shall meet at least four times per year. Absence of any member from more than 2 consecutive meetings shall call for a new nomination process. Participation in meetings may be through electronic means at the expense of the nominating organization.